

FOREIGN LANGUAGES AND VIETNAMESE

**EFL STUDENTS' ATTITUDES TOWARD GROUP WORK
AND THEIR JUDGEMENT OF INDIVIDUAL
CONTRIBUTION TO THE GROUP WORK****KHAU HOANG ANH* - NGUYEN THI PHUONG NAM****

ABSTRACT: To explore whether EFL students advocate cooperative work, the authors recruited 28 English majors who were asked to rate their level of agreement to their teammate's contribution in an EFL class (English as a second language). Their responses were collected through a five-point Likert scale questionnaire. Furthermore, a rubric was delivered to these students so they gave their teammate/s a score on each detailed piece of work that was needed to complete their joint project. It revealed that many of them rated their teammate's contribution to group high. Another finding is that they gave quite high scores to their teammate's contribution, which can be said to align with their degree of agreement when they were asked to show their attitudes towards their classmates' group contribution. Finally, when asked to judge each other's contribution, the students who were put in a group of two tend to obtain higher scores than those who worked in groups of three. Some recommendations for further group work in the EFL classroom investigation were also included.

KEY WORDS: group work; English majors; attitudes; contribution; teammate.

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1. Introduction

Group work has been long seen as one of the activities the classroom teacher uses. It can be employed to lessen workload designed by the classroom teacher, especially in a jam-packed class. In foreign or second language classrooms, group work is usually designed to make learners talk and work together. The purpose of using it is to make them speak, communicate using the foreign or second language effectively. As seen, group work can be useful with careful preparation. For the sake of its usefulness, the authors in this study continued to investigate a group of the university students' attitudes towards group work. Then, the second aim is to see how they rated their teammate/s' contribution to their shared project assigned by the classroom teacher in their Research Methodology course. Finally, the third aim is to compare the students' scores given to their teammate when working in pairs and when working in groups of three. The scores given by the teammate/s can best reflect their attitudes towards to group work as a positive attitude should expect high score given to their teammate/s and vice versa. Finally, by mirroring the scores given to their teammate when they worked in pairs or in a group of three, it can help the authors decide on which group-size the students tended to help them work better with each other or one another. From there, more empirical studies on group work sizes can be conducted to optimize this useful group work. We should make group work as a place to communicate with each other or one another, not a place for students to hide themselves because of being afraid of making mistakes or a feeling of inferiority.

With these clear aims, the authors would like to propose the three following research questions: 1/What are the English-majored students' attitudes toward group work?; 2/How do the students rate their teammate's contribution to their shared work in a group of three?; 3/How do students rate their teammate's contribution to their shared work in pairs?

2. Literature review**2.1. Theoretical background**

Above all, the researchers would like to provide readers with some related definitions to the study. As Youssef (2012) put it, attitude is so important because it contributed to the success of a person. Then as what Fazio (1989, p.153) stated, "Attitudes determine for each individual what he will see and hear, what he will think and what he will do".

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Next, what is group work? Cohen and Lotan (2014) regarded group work as a time when learners are working with each other in a group small enough for everyone to engage in a clearly assigned learning task.

To clearly see both sides of group work, Brown (2007) mentioned the advantages and disadvantages that group work may bring about. As he stated, group work generates interactive language, offers an effective atmosphere, and trains learners to be autonomous and responsible for their own learning. However, group work can generate some drawbacks. It can make the classroom teacher unhappy when he or she loses control of class; Students will use their native language in group; Students' errors will be reinforced; Teachers cannot monitor all groups simultaneously and some learners prefer to work alone. These should be brought into consideration when deploying group work.

This study, furthermore, considers another view for democratic learning by a well-known philosopher Dewey (as cited in Eyring, 2001) as follows:

If humans are to learn to live cooperatively, they must experience the living process of cooperation in schools. Life in classrooms should represent the democratic process in microcosm, and the heart of the democratic living is cooperation in groups. Moreover, classroom life should embody democracy, not only in how students learn to make choices and carry out academic projects together, but also in how they learn to relate to one another. This approach could involve being taught to emphasize with others, to respect the rights of others, and to work together on rational problem solving (p.334).

2.2. Related studies

Ta'amneh and Al-Ghazo (2021) investigated the Jordanian EFL teachers' attitudes toward the most common group work activities in their classrooms. The authors employed a questionnaire which was then distributed to 40 Jordanian EFL secondary teachers to have an idea of their attitudes. To analyze the participants' responses, different statistical analyses were used such as the interpreting the mean score and its standard deviations. The findings revealed that the Jordanian EFL secondary school teachers had a positive attitude toward doing group work to help their students improve their English language skills, as it aids them in doing so. Furthermore, the study found no statistically significant differences in teachers' views about group work that might be linked to gender.

Situmorang (2021) investigated students' attitudes about group work in English lessons. It was done in Jakarta with 50 tenth and eleventh grade students using a survey approach. A questionnaire with five indicators was used to collect data. The descriptive approach was used to examine the acquired data. Group work had a good effect on learners' views. Furthermore, group work increased their dedication to finishing projects.

Moonma and Kaweera (2021) conducted research that compared the impact on 32 students' argumentative writing abilities while they worked alone, in pairs, or in groups, as well as exploring the students' attitudes toward critical thinking across various writing tasks. The 32 students were divided into four-person groups, pairs, and singles. Three raters evaluated their papers for topic, language use, and structure. Argumentative writing rubrics, semi-structured interviews, and observation were used in the study. The findings revealed that group work resulted in the greatest scores across all proficiency levels, and that when students thought, shared, and discussed all knowledge in groups, their critical thinking on assessing, evaluating, and producing information increased.

Secondary school students' viewpoints were studied by Abulhassan and Hamid (2021), with an emphasis on group activities. A closed-ended survey was given online to gather information on participants' attitudes about collaborative teaching and group activities. SPSS version 25.0 was used to analyse the data. With regard to gender disparities and grade-level variations, English language learners preferred collaborative teaching tactics and group activities. According to the conclusions from the research, Students in different classrooms favoured group activities over collaborative teaching strategies, according to the findings.

To explore perceptions of group work and group work implementations in English classes in Vietnam, Hung and Mai (2020) recruited 105 high school teachers in many different schools in Dong Thap province for the survey. They used a self-developed questionnaire which was also based on the theoretical framework about the upsides and downsides of group work and from there they created a set of questions asking the participants about benefits, possible problems, teacher roles and implementations of group work in their speaking classes. The result revealed that they all posited that group work does more good than harm. The teacher participants were well aware of the group work benefits and its negative sides. The evidence from the videos also supported group work teaching method used by the teacher participants who found it necessary to implement group work. This study supports group, but it does not mention types of group work.

To explore opinions about advantages and disadvantages of group work in foreign language classroom, Elashhab (2020) recruited 48 female EFL undergraduate students from the faculty of business administration for the study. The instrument used in the study was a questionnaire which was then tested for the trustworthy responses by conducting an interview with the participants. The responses were positive about group work. Many of the answers revealed that they wanted to work in group as they liked to have social interaction, receive support from one another and other benefits from this small group work. This study does not mention types of group work and how they give scores to their friend's contribution to their shared work.

In order to explore whether past experiences with working in groups in school influenced attitudes about the pedagogical techniques, Grzimek et al. (2020) made an investigation on two groups of students: Business students and non-business students. They found the participants in their study showed different attitudes. Business students wished to be freer in groups and showed more concern about fairness in group work contribution. In addition, the students who had a sense of advantages that group work may bring to them later in life and workplace, they tended to value this joint work. One aspect of this result - fairness of work - is what the current investigation is attempting to discover if the students see their teammates shared work equally.

Rosander et al. (2020) looked at how a short educational intervention affected the relationship between efficacy beliefs and attitudes toward being evaluated in group work. Half of the 22 pupil workgroups in a randomized, controlled research received a short educational intervention. For this investigation, workgroups were constituted. Before the intervention, the students completed a questionnaire, and after 3 to 6 weeks of group work with a study-specific assignment, they completed another questionnaire. According to a moderated mediation study, attitudes about being evaluated in group work are highly connected to self-efficacy, which is mediated by perceived collective efficacy, and this connection is greater in the intervention group. It is shown that when it comes to child attitudes toward group work evaluation, self-efficacy and collective efficacy are two independent but linked notions that are dependent on one another, and that a very brief educational intervention to instructors and pupils had an influence on the attitude.

Udin (2019) conducted study into instructors' attitudes regarding the use of group work in the classroom when teaching English to young learners. Four native English teachers with expertise teaching English to young learners took part in this study. Data was collected via a questionnaire and an interview, and then evaluated qualitatively using a descriptive technique. The teacher's basic expertise of group work and teaching English to young learners is good, according to the researcher. Furthermore, because they have prior experience with group work, they have a positive attitude toward its adoption. Furthermore, some instructors believe that group work is one of the most enjoyable teaching tactics that teachers should use in their classrooms.

Lin (2019) looked examined how university students felt about acquiring English vocabulary through collaborative group work with independent work while doing vocabulary-focused activities after reading comprehension. Attitude surveys were given to 44 students before and after the classroom intervention, which consisted of alternating sessions for 12 weeks with associated vocabulary acquisition exams and interviews with 24 students. Students said that group work was

less stressful than solo work and that it provided better support and enabled more efficient work on the tasks, with a higher possibility of obtaining correct information.

Tal (2018) looked into Israeli teachers' perspectives of small group work and its execution in early childhood education, as well as their attitudes toward it. The researcher used a questionnaire with closed and open-ended questions to assess the attitudes and opinions of thirty experienced instructors, as well as action research to record the implementation of small group work. The findings revealed that people were more favorable about small group work than they were about the practicalities of implementing it, which was typically linked to drilling skills rather than discourse that facilitates knowledge building. Small group work was difficult to accomplish due to a lack of coordinated team effort, lack of procedures, space and time planning.

Alfares (2017) explored EFL students' perspectives of the benefits and challenges of group work. The goal of this study is to investigate the potential impacts of group work in order to better understand learners' attitudes about group work and to provide language teachers with information on students' perspectives on group work. To obtain the necessary data for the investigation, both quantitative and qualitative methodologies were used. 188 intermediate and secondary students from five different specialized language institutes completed questionnaires. A total of 20 students were interviewed in more depth from this sample. These studies indicated that Saudi students think group work is a good way to learn. Many language learners believe that the benefits of group work are mostly connected to cognitive aspects, i.e. benefits that aid learners in the learning process, and emotional elements, i.e. benefits that increase learners' motivation.

Zedda et al. (2017) investigated how group work worked on 187 students of the Faculty of Psychology. They attempted to discover the participants' levels of satisfaction with their course, teacher's skills, study load, preliminary knowledge, supplementary activities and overall satisfaction. They were told to form their own groups to work on finding solutions to violent behaviour at workplace. The result unveiled that the students felt satisfied with this activity and the way the classroom teacher evaluate the activity and they valued group work learning methods as a consequence. This supports group work, but it lacks testing what the participants said.

Inuwa et al. (2017) assessed whether or not cooperative learning had an effect on financial accounting achievement among secondary school students. To do this, they employed 126 students who were divided into two groups: an experimental group and a control group. They used the Financial Accounting Achievement Test to measure the both groups' skills. Prior to the treatment (cooperative learning for the experimental group and the conventional method for the control group), a pre-test was conducted and the result showed no much statistical difference between the groups. While the experimental group reached the mean score of 25.15, the mean score of the other group obtained 24.18. After a four week period of introduction of the cooperative learning method, the experimental group ($M = 67.87$) outperformed their counterparts in the control group ($M = 48.13$). They considered that the cooperative learning method students found interest in group interaction finding ideas to propose solutions reasonably. This study does not use scores to rate teammates' contribution degree.

Ababneh (2017) conducted research to determine the opinions of Jordanian EFL students toward group work in EFL classrooms. 179 students enrolled in English 101, an elementary language skills course were among the participants. The attitudes of the individuals were investigated using a questionnaire. The results suggest that almost two-thirds of the participants are either very extroverted or somewhat extroverted, indicating that they are enthusiastic about participating in group work. Only a third, on the other hand, are either moderately introverted or very introverted, meaning they dislike group work in EFL lessons. Furthermore, the results demonstrate that neither the gender of the subjects nor their secondary school track has any bearing on their preferences. Thus, personality can bring weight to group work preference.

In order to find students' opinions about group work, Lee et al. (2016) investigated 128 undergraduate students in a Canadian university who enrolled in a retail management school over a term. They were put in groups of four to six in an attempt of completing several projects with a grade

of 30% of the course grade weight. The prime purpose of the study was to collect the respondents' experiences that involved incidents about their group work. The results disclosed that solutions in group work were seen as the most mentioned incident. It helped level off anxiety, uncertainty, and it also advised learners to try the right partner with the right skills to complete the tasks. They emphasized on individual responsibility to take a clear role in the group and who should select group members also worried them. The finding assembles what Brown (2007) had mentioned previously. However, it does not test different types of group work and does not use scores to rate teammates' contribution to the project completion.

In order to investigate the effect of group work on EFL student's attitudes and learning in higher education, Taqi and Al-Nouh (2014) recruited 40 EFL undergraduate students in the English department in the College of Basic Education in Kuwait. They were asked to perform six tasks in the Introduction to English phonetics and Phonology class. One group benefited from group work and the other worked individually on their tasks. One of the instruments they used was a questionnaire asking the students about their attitudes toward group work. Only a small number of the participants disagreed with group work because they thought it was not fair to work in groups. For reasons that they believed group work was useful as it helped them save time with complicated work, develop communication skills, improve their grades and cooperation aspect. This study does not include types of group work and does not use scores to rate teammates' contribution.

White et al. (2005) employed 46 students from Pharmacology and 80 students from IT to investigate their feelings towards group work and their attitudes towards peer evaluation or group work assessment. The study employed the same set of questions for both Time 1 and Time 2. The result revealed that they preferred group work to individual work. The second group of students, IT, showed almost the same results, meaning that they experienced a positive trend of their attitudes towards group work at Time 1 and Time 2. Furthermore, the participants, albeit preferring group work, felt hesitant to be assessed by their peers.

To sum up, all these mentioned studies show positive attitudes towards group work. One common point has been found here is that they do not test different types of group work and they do not apply scores to give to teammates' contribution to group work to test if the given scores to their classmates are in line with what they think about their teammates' group work. However, it seems that they did not mention the competition score each individual during group work must give to their teammate while this study emphasizes this importance. One more point to note is that this current study tends to focus on size group factors which can have different influence on their perception about their teammate's contribution.

3. Methodology

3.1. Participants

The researchers recruited a group of 28 EFL students who had just finished their Research Methodology class in the bachelor English program at Tra Vinh University. They were the fourth-year EFL students who major in English studies. Their age ranges from 22 to 23. As they are senior students, they must have experienced group work or pair work very often in many EFL classes. For example, they cooperated to work on a project in the Academic Writing class, in the Event Management class, in Literature classes and even in this class (Research Methodology class). They were all the voluntary participants in this research as they were asked to give a score to their teammates for their contribution to group work and this important score was included in their in-class score weight, so they were expected to seriously award a score to their teammates. By the time they took part in the survey, they had finished their final class meeting, in the fifteenth week.

3.2. Research materials

The instructor teaching this Research Methodology class used the course book "Doing Your Research Project: A Guide for First Time Researchers (6th ed.)" by Bell and Waters (2014). This book is evaluated as a suitable one to train students how to develop a research project. It presents all parts needed to write a research project such as Introduction, Literature review, Methodology, Results and discussion, and Conclusion and recommendations. Besides, there are many necessary minor

pieces of advice to write about each part. The class used APA 7th edition as the guideline to form their project and references. Hence, the participants remarked their teammate's contribution based on this shared work load on these sections.

3.3. Instruments

In order to gain the data for the two research questions, the researchers used a questionnaire to elicit the students' responses to 15 items in the questionnaire which applies a five-point Likert scale, ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree). This questionnaire was developed based on the theoretical framework on attitudes and benefits of group work in Section 2 and was used to obtain the participants' attitudes toward group work in the Research Methodology class. Another instrument deployed in this study was a rubric consisting of the things their teammates did to contribute to completion of the cooperative project. These things were about the work needed to complete in each part of the project, which was assigned by the instructor. The rubric applied a 10 scale scoring system for 20 items about their teammate's contribution to their group work. Each student's score was accumulated by averaging the score of two or three teammates.

3.4. Procedure

On the last class (15th meeting) of the Research Methodology class, the instructor began to call the students' attention and stated the reason for this survey and offered them some explanation to ensure understanding. They were seated in a comfortable chair to guarantee the privacy and confidentiality. After that, the survey was begun. The instructor delivered each student a questionnaire so they could start giving their responses. As mentioned earlier, the questionnaire attempted to explore the students' attitudes towards the benefits of group work. Then, after they finished their responses, the instructor collected the survey and asked them to sit still to continue to give their judgement to their teammates' contribution to their cooperative project. Next, the instructor provided each participant a sheet of rubric and instructed them how to whole-heartedly award a score to their friends' contribution to each part of the project that they had worked on. They were told to read the rubric carefully and sit in a safe place before giving scores to their teammate/s. In this study, the participants were asked to provide a global score to their teammate's contribution to their group work only and confidentially with a maximum score of 10. The rubric was presented in the appendix.

3.5. Data processing

Once having all the raw data, the researchers began testing the internal reliability of the questionnaire and started delving into the statistics. He started to calculate the students' attitudes to see if group work worked. In order to test the internal reliability of the responses of the questionnaire, the Cronbach's Alpha was run.

Table 1. The level of the questionnaire reliability

Cronbach's Alpha	N of Items
.740	15

Receiving the level of reliability of .740, this questionnaire is reliable enough to have a further analysis later in Section 4.

Next, the classroom teacher began to calculate scores given by the students who worked in groups of three (6 groups in total) and then calculated scores given by the students who worked in groups of two (5 groups in total). The global score of each student was the summed number of the scores given by the other two students if they worked in groups of three. If there were only two students in a group, there was no need to apply the summed score. The teammate simply needed to give each other a score.

4. Results and discussion

4.1. Research question 1

The table below depicts the answers of the EFL students about the benefits group work bring about in their Research Methodology class.

Table 2. The participants' statistical responses to the questionnaire

Statements	N	Min	Max	Mean	Std. Dev
Group work is necessary in this class.	28	4.00	5.00	4.8214	.39002
Group work helps you receive more valuable feedback from your teammates.	28	4.00	5.00	4.5357	.50787
I have received more than I have given when working in my group.	28	2.00	5.00	3.8214	.86297
As I discussed lessons with my teammate (s), I feel more secured about the knowledge transmitted by my teacher.	28	3.00	5.00	4.3929	.62889
My teammate's prompt explanation helps me feel satisfied whenever I do not understand my teachers' explanation or lecture.	28	3.00	5.00	4.0714	.53945
I feel my teammate helps me more in the Introduction part.	28	3.00	5.00	3.8214	.53945
I feel my teammate helps me more in the Literature review part.	28	1.00	5.00	3.8214	.86297
I feel my teammate helps me more in the Methodology part.	28	3.00	5.00	4.0357	.50787
I feel my teammate helps me more in the Result and discussion part.	28	3.00	5.00	4.3571	.62148
I feel my teammate helps me more in the Conclusion part.	28	3.00	5.00	4.0714	.53945
I feel my teammate helps me more in the Recommendation part.	28	3.00	5.00	4.1786	.61183
I feel my teammate helps me more in writing the reference list.	28	2.00	5.00	4.1786	.66964
I feel my teammate helps me understand more about using APA format.	28	2.00	5.00	4.1071	.73733
I feel my teammate helps me more in language development during the project.	28	2.00	5.00	4.2857	.85449
I feel my teammate helps me more in reasoning and developing logical ideas.	28	2.00	5.00	4.2857	.85449
Overall mean score	28	2.66	5.00	4.1714	.64854

At the first glance at Table 3, the students showed their positive attitudes toward group work in this class with an overall mean score of 4.1714, $SD=.64854$. More specifically, they realized the essence of group work, which received almost the maximum of 5 (4.8214, $SD=.39002$). The minimum obtained level 4, meaning they all agreed to work in group in this class. The second stand belongs to the second item (receiving more valuable feedback from your teammates), which received the mean score of 4.5357, $SD=.50787$. The minimum obtained level 4, meaning that no one denied the benefits of group work. Only three items received the mean scores below level 4 when these belong to Items 3, 6 and 7.

The purpose of the study is to explore English majors' attitudes toward group work in the Research Methodology class and the answer was found. As can be seen in Table 3, the mean scores of each item were over level 4. Some agreed and some strongly agree with the benefits of group work. Only three items obtained responses below 4 which are items 3, 6, and 7. For item 3 about their role as a "giver" in group work, the students did not think very strongly about their role as a giver. It could also be because of their modesty in judgment of their own role, in Asian culture. For items 6 and 7 about their judgment of their teammate's role in completing literature review part of a research project, the reason could be because the part really requires each student's own logic and written argumentation and that the part requires more time for discussion and peer review. Although so, these mean scores were quite close to 4 (Level of agreement), so the majority possibly supported the idea of group work. This finding accords with those of other studies working on the same topic. For example, Hung and Mai (2020) found that the participants in their study gave more weight to cons than pros when they were asked to give their opinion on group work. This finding is also in line with

those of White et al. (2005), Taqi and Al-Nouh (2014 & Ta'amneh), and Al-Ghazo (2021), who discovered that the students preferred to work in groups for they can assist one another in many positive ways.

4.2. Research question 2

Tables 3, 4, and 5 illustrate the individual's scores awarded by their teammates after they submitted their joint work to the classroom teacher.

Table 3. Individual's score awarded by their teammate

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
St. 1 =9.2	St. 1 = 10	St. 1 = 8.4	St. 1 = 9.6	St. 1= 9.8	St. 1= 10
St. 2 =9.2	St. 2 = 10	St. 2 = 9.0	St. 2=9.6	St. 2= 9.8	St. 2= 10
St. 3 =9.2	St. 3 = 10	St. 3 = 9.0	St. 3=9.6	St.3=9.8	St. 3= 10
Group 7	Group 8	Group 9	Group 10	Group 11	
St.1 = 10.0	St. 1 = 10.0	St. 1 = 9.8	St. 1 = 9.8	St. 1 =10	
St. 2 = 10.0	St.2 = 10.0	St. 2 = 9.8	St.2 = 9.8	St. 2 = 10	

Table 4. Mean scores of the group of three

	N	Minimum	Maximum	Mean	Std. Deviation
Group1	3	9.20	9.20	9.2000	.00000
Group2	3	10.00	10.00	10.0000	.00000
Group3	3	8.40	9.00	8.8000	.34641
Group4	3	9.60	9.60	9.6000	.00000
Group5	3	9.80	9.80	9.8000	.00000
Group6	3	10.00	10.00	10.0000	.00000
Overall mean score	28	9.5	9.6	9.56	.057735

As can be seen in Table 4, the mean score of each group in groups of three is significantly high at 9.56, SD=.057735 almost reaching the maximum point. Noticeably, two groups received the maximum score.

Table 5. Mean score of the groups of two

	N	Minimum	Maximum	Mean	Std. Deviation
Group7	2	10.00	10.00	10.0000	.00000
Group8	2	10.00	10.00	10.0000	.00000
Group9	2	9.80	9.80	9.8000	.00000
Group10	2	9.80	9.80	9.8000	.00000
Group11	2	10.00	10.00	10.0000	.00000
Overall mean score	mean28	9.92	9.92	9.92	.00000

As can be seen in Table 5, the mean score showed an extremely high overall mean score of 9.92, SD=.00000 even higher than that of group 3, meaning that they were absolutely pleased with their classmate's contribution in group. They were given a rubric worksheet (Please refer to the Appendix for the rubric).

The students seemed to be pleased when working with each other. Only one student in Group 3 was awarded an 8.4 score in a scale of 10 seen as the worst in these groups. Other students were awarded a drastically high score by their teammate/s. When looking at the mean score of each group, it starts to give us a close view when the mean scores of groups of two students received better scores compared with groups of three (from Groups 7-11 with M=10, 10, 9.8, 9.8 and 10, respectively). This student's judgement suggests that students appreciate more highly their teammate's contribution when the group size is small. This is like what White et al. (2005) did in their study. They made an attempt to test the participants' attitudes toward group work at two different times and the students showed their consistent responses, positive attitudes toward group work, which cannot be denied. Rosander et al. (2020) also obtained an interesting result that students tended to value their collective work. This way of response testing is quite similar to the participants in the studies conducted by Lin

(2019), Udin (2019), Elashhab (2020), and Abulhassan and Hamid (2021). The participants were willing to work in groups as they could receive support via a cozy atmosphere. The only difference is while these researchers used the interview or other ways to test survey responses, the present study employed students' judgement which influenced their score in class to test the survey responses.

5. Conclusion

The current study aimed to explore a group of senior students' attitudes toward group work in their Research Methodology class. The result unveiled that they valued group work in completion of their cooperative report. Most of the mean scores of the items in the questionnaire reached high levels of agreement when they recognize usefulness group work brings. So, group work is regarded a useful strategy in the classroom. To further support the first research question, the study employed the second question to test their attitudes towards group work. The students were asked to use a global score to award their teammate. Interestingly, the students received a good score given by their teammate. The only quite different is the mean scores of students who worked in groups of two were slightly higher than those who worked in groups of three. It could suggest that the fewer members in a group, the happier they become.

For further research, researchers may find themselves wanting to compare students' attitudes toward different types of group work or when they are put in groups in different ways, such as a group of a mixed sex and a group of single sex for comparison as gender can pose different kinds of personalities, who can be tolerant or stricter. The issue of personalities have been investigated by Ababneh (2017), who found open-minded people preferred working together. Besides, a group of free-of-choice group and a group of appointed students by the instructor can be employed in further studies to see how they perceive group work.

In addition, this result might lead researchers to think about observation of individuals when they are involving in group work. Each individual should be recorded for their opinion after working in pairs or groups for multiple intervals. Their responses between intervals can be checked for their consistent responses to the same questions and to see if they truly evaluate group work among different classmates. From this, many more group work assignments with many types can be developed in the classroom. For future investigation, researchers may want to conduct interviews to have more information about participants in addition to surveying and testing.

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Thái độ của sinh viên tiếng Anh về làm việc cặp/ nhóm

và sự đánh giá của họ về mức độ đóng góp của cá nhân trong hoạt động làm việc cặp/ nhóm

Tóm tắt: Nhóm tác giả đã khảo sát 28 sinh viên tiếng Anh để tìm hiểu ý kiến của họ về các hoạt động làm việc cặp/ nhóm trong lớp học tiếng Anh. Nhóm sinh viên được hướng dẫn trả lời câu hỏi khảo sát theo thang đo Likert năm cấp độ. Nhóm sinh viên được cung cấp một bảng tiêu chí để đánh giá mức độ đóng góp của các thành viên trong nhóm trong quá trình làm việc cặp/ nhóm với nhau. Kết quả cho thấy nhóm sinh viên đánh giá cao hoạt động làm việc cặp/ nhóm. Kết quả này có tỉ lệ thuận với thái độ của họ về mức độ đóng góp của các thành viên làm việc theo cặp/ nhóm. Ngoài ra, kết quả còn cho thấy qua việc tự đánh giá lẫn nhau, các thành viên làm việc theo cặp có số điểm đánh giá cao hơn so với các thành viên làm việc nhóm (3 người). Cuối cùng, bài báo có đưa ra một số đề xuất để tiếp tục khảo sát liên quan đến hoạt động làm việc cặp/ nhóm trong lớp học ngôn ngữ Anh.

Từ khóa: làm việc cặp/ nhóm; sinh viên tiếng Anh; thái độ; mức độ đóng góp; thành viên.

Appendix: Attitudes toward group work in Research Methodology Class

Please give your teammate a score in a scale of 10. There are 20 questions and each is worth 01 point. Then the score will be divided by 2. For example, 20 points/2 = 10 points.

Workload	
My friend works hard on Introduction.	My friend is active to initiate group work.
My friend works hard on Literature review.	My friend has useful ideas in group work.
My friend works hard on Methodology.	My friend is happy when working with other members.
My friend works hard on Findings and Discussion.	My friend knows to listen to other ideas.
My friend works hard on Conclusion.	My friend contributes to group work constructively.
My friend works hard on linguistic proof-reading.	My friend reacts to teammates' ideas constructively.
My friend works hard in general.	My friend comes to every group meeting.
My friend contributes to the group success in general.	My friend knows to encourage teammates to work hard.
My friend is never late for group appointment.	My friend can take the teacher's comments seriously.
My friend is worry about the deadline of group work.	My friend listens to teacher's lecture seriously.